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# **Chapter 11**

# **Professional**

# **Development**

**MISSOURI TECHNOLOGY EDUCATION GUIDE**  
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## ***Professional Development***

### **1. Introduction**

Some of the information contained in this chapter is based upon preliminary work by the Technology for All Americans Project (TfAAP) staff. Please obtain the current document from the International Technology Education Association (ITEA). Consult their web site at:

<http://www.iteawww.org>

Professional Development Standards for Technology Education Teachers describes outcome-based criteria: it is intended for use by teachers and by local, district, state/provincial/regional, and federal agencies to insure effective and continuous in-service and pre-service education for teachers of technology. These professional development standards are aligned with *Standards for Technological Literacy: Content for the Study of Technology* (STL): they are engineered to be implemented in conjunction with STL as well as the student assessment and program standards available from ITEA.

Professional Development Standards are best used when curriculum and instruction have incorporated the concepts and principles identified in STL. **These standards apply to every teacher who educates students on any aspect of technology**, not just teachers who operate primarily within the technology education program – for example, these standards are eminently suitable for a social studies teacher who is teaching the social influence of technology or the history of technology. **The ultimate goal is for all students, not just the college-bound, to achieve technological literacy.** (ITEA, 2002)

### **2. Definition of Professional Development**

For the purposes of this document, professional development is a continuous process of life-long learning and growth, beginning in the undergraduate, pre-service years and continuing through the in-service years and beyond.

### **3. The Continuous Nature of Professional Development**

Professional development of teachers is an ongoing process in which teachers acquire levels of content knowledge, pedagogical skills, and knowledge of how students learn. This process of continuous development begins at the pre-service level and continues throughout the teaching career. The standards for professional development presented here should be considered outcomes of the professional development continuum.

These standards describe the attributes and skills that teachers should have as a result of engaging in professional development.

Furthermore, teachers of technology go through many career pathways toward the classroom – traditional, university-based programs and a variety of alternative routes. Thus, it is not practical to specify in this document when and these target outcomes will be met or achieved. Teachers who have completed a traditional technology teacher training program should have attained these standards at a basic level and should, over time, achieve greater breadth and depth of knowledge and capability.  
(ITEA, 2002)

#### **4. Professional Development Standards**

Knowledge-Ability Base. Professional development should provide teachers with the knowledge, understanding, and abilities associated with technology as presented in *Standards for Technological Literacy: Content for the Study of Technology* (STL).

Students. Professional development should provide teachers with educational perspectives on students as learners of technology.

Curriculum. Professional development should prepare teachers to design, implement, and evaluate curricula based upon *Standards for Technological Literacy: Content for the Study of Technology* (STL).

Instructional Strategies. Professional development should prepare teachers to use a variety of research based pedagogical strategies that enhance teaching and learning technology.

Learning Environment. Professional development should prepare teachers to design, create, and manage learning environments that promote technological literacy.

Teacher Responsibilities. Teachers should be responsible for their own professional growth, keeping abreast of new developments and continuously improving their teaching skills.

Educational System Responsibilities. The educational system should bear the responsibility for providing professional development, through accredited programs, to keep teachers abreast of new developments and continuously improve their teaching skills.  
(ITEA, 2002)

## 5. Evaluating TE Teacher Effectiveness

Invariably TE instructors will find their own performance being evaluated both formally and informally. TE instructors will typically find themselves evaluated on a wide range of criteria. Usually they include:

- Instructional effectiveness
- Motivational ability
- Facility management
- Overall program quality
- The extent to which one contributes to the school

It is recommended that TE instructors deliberately seek formal supervisor and administrator evaluations each year. It is important that such evaluations are carefully done, that they represent an effort commensurate with the importance of instructor evaluation and that they highlight the instructor's strengths and weaknesses. Then, it is vital that all identified weaknesses also be accompanied by a list of recommended actions that could eliminate the weaknesses. As Missouri moves towards more accountability it will be important to keep careful records of such evaluations and to systematically document all progress towards improvement.

As with program evaluation, it is thought that the most effective (in terms of promoting improvement) form of evaluation is self-evaluation. Individual TE instructors might wish to consider how well their teaching meets the criteria set out in the ITEA Professional Development Standards.

Perhaps one of the more effective ways to evaluate one's teaching performance is to have a respected colleague sit in during several of your classes. Thereafter, ask him/her to critique what they observed. It is often useful to have this done by **both** other TE instructors and **also by non-TE teachers**. Both can yield unique and valuable perspectives. Instructors may also find it useful to videotape their lesson and then analyze what they see themselves.

## 6. Performance-Based Evaluation

Missouri's legislature in 1983 created a law (section 168.128) detailing the requirements for teacher evaluation. The relevant section is quoted in *Guidelines for Performance Based Teacher Evaluation in Missouri*, a publication available from the Missouri DESE. This document also highlights the background, philosophy and procedures of the recommended teacher evaluation process. Essentially it states that:

- The principal is responsible for the performance-based teacher evaluation system.
- Performance-based teacher evaluation systems should include a **formative** evaluation phase. The formative phase should include both scheduled and unscheduled classroom observations.
- A pre-observation conference should occur prior to scheduled observations. Formative evaluation includes the classroom observations designed to help teachers improve their performance by providing feedback and suggestions regarding their teaching skills.

- The summative phase of the evaluation process is a composite of information obtained through the formative observations and may serve as the basis for administrative decision making.
- A summative evaluation should be completed for a probationary teacher each year. For tenured teachers, a summative evaluation should be completed at least once every three years or as necessary to best serve the instructional process.
- A post-observation conference should be conducted within a reasonable period of time following each classroom observation. This conference should include a discussion of identified strengths and weaknesses. Job targets for maintaining and improving teacher performance should be completed for a probationary teacher each year.
- The evaluation system should include an appeal process defined within local school district policy.

Figure 11-1 presents 19 criteria suggested for performance based teacher evaluation systems. The original document then provides useful descriptions for each of these criteria.

**It is important for the TE instructor to point out to his/her administrator the differences in operating a laboratory-based program from one that is conducted in a typical “normal” classroom.**

**Figure 11-1**  
**19 Suggested Criteria for Performance-Based Teacher Evaluation<sup>1</sup>**

**I. Instructional Process**

The Teacher

- A. Demonstrates appropriate preparation for classroom instruction.
- B. Implements a variety of effective teaching techniques.
- C. Provides opportunities for individual differences.
- D. Implements instructional objectives effectively.
- E. Demonstrates knowledge of subject matters.
- F. Uses a variety of teaching materials effectively.
- G. Uses instructional time effectively.
- H. Demonstrates ability to motivate students.
- I. Demonstrates ability to communicate effectively with students.
- J. Provides students with specific evaluative feedback.

**II. Classroom Management**

The Teacher

- A. Organizes classroom environment to promote learning.
- B. Manages student behavior in a constructive manner.

**III. Interpersonal Relationships**

The Teacher

- A. Demonstrates positive interpersonal relations with students.
- B. Demonstrates positive interpersonal relations with parents/patrons.
- C. Demonstrates positive interpersonal relations with education staff.

**IV. Professional Responsibilities**

The Teacher

- A. Participates in professional growth activities
- B. Follows the policies and procedures of the school district.
- C. Assumes responsibilities outside of the classroom as they relate to the school.
- D. Demonstrates a sense of professional responsibility.

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<sup>1</sup> Guidelines for Performance Based Teacher Evaluation in Missouri. 1984.

## Bibliography

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